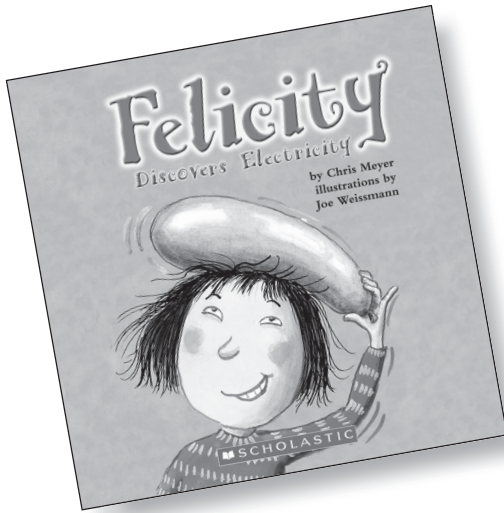


Felicity Discovers Electricity



Written by Chris Meyer

Illustrated by Joe Weissmann

Text Type: Info-fiction: Explanation/Procedure — Instructions

Guided Reading Level: M

Summary: Felicity tries a number of experiments to find out about static electricity. This procedural text offers several experiments that can be done in a school or household setting, using easily accessible materials.

Text Features

- ▶ bold print
- ▶ glossary

Visual Literacy

- ▶ speech and thought bubbles

Text Supports

- ▶ illustrations support the text
- ▶ narrative style supports procedures and explanations

Possible Text Challenges

- ▶ subject-specific vocabulary, e.g., *static electricity*, *experiments*, *charged*, *attracted*
- ▶ play on words with multiple meanings
- ▶ procedural format embedded in narrative
- ▶ diagrams
- ▶ bulleted list

First Session (pages 3-10)

Reading Strategies

Comprehension

- ▶ sequencing
- ▶ predicting

Working with Words

- ▶ using suffixes to solve multi-syllabic words
- ▶ using the glossary to find the meaning of unfamiliar words

Assessment Opportunities

Note each student's ability to:

- ▶ make predictions using information in text
- ▶ sequence: retell steps in experiments
- ▶ provide explanations for outcomes of experiments
- ▶ use visual and context cues to determine meaning of subject-specific words

Oral Language Opportunities

- ▶ using procedural language, e.g., *first*, *next*, *then*, *finally*
- ▶ providing *explanations* with supporting detail
- ▶ retelling

Note: Prior to this lesson, place sticky notes or other bookmarks at page 10 of the books. This will indicate the end of the first Guided Reading session.



BEFORE READING

**Making connections:
text to self/visual literacy**

Activating and Building Prior Knowledge

Display the front cover and read the title, then the author's and illustrator's names to students. Ask if students have ever used a balloon as pictured on the front cover. If so, have them describe what happened.

Display and read the back cover text. Point out the thought bubble. Elicit from students that Felicity is thinking of electricity experiments. Ask if students are familiar with any of the experiments Felicity is thinking about.

Text features

Overcoming Text Challenges

Hand out copies of the book. Ask, *What do you usually picture in your mind when you hear the word electricity (e.g., lights, switches, power lines)?* Ask students to explain what a balloon might have to do with electricity. If students do not provide the phrase *static electricity*, direct them to page 4. Point out the boldfaced words *static electricity*. Explain that the boldfaced words can be found in the Glossary. Have students turn to page 20 and ask, *Why do you think the author put these words in the glossary? How will this help you as you read?*

Word solving and building

Record the word *electricity* on chart paper or on the board and print "Felicity" under it. Say, *What do you notice? The suffix "-ity" means condition or quality. How does this help you understand the word electricity?*

ESL Note: Provide a graphic organizer for students to write down challenging words they are unable to figure out. For example: *word, guess, meaning.*

Text features/visual literacy

Turn to page 5 and refer students to the bulleted list. Say, *What is the purpose of the list?* Students should realize that the items stand out more readily in a list than if there were just in a sentence.

Point out the speech bubble and have students explain its purpose.

Predicting

Setting a Purpose

Tell students they will read about two experiments. Direct them to read to the end of page 9, then make a prediction about the answer to the question at the bottom of the page. Have students record their predictions on sticky notes or pieces of paper.



DURING READING

Ask students to read the text independently, and make pictures in their minds of what Felicity is doing in each step of the experiment.

Observe and listen to students as they read the text, assisting them with word-solving strategies, vocabulary, and comprehension. Note students' ability to decode unfamiliar words and any difficulties they encounter. Provide prompts, such as, *What do you think will happen next? Why do you think so?*

If students finish reading before others have completed their reading, ask them to share their predictions with a partner.

Teaching Tip: Time permitting, either in an extended Guided Reading session or as a follow-up, students can try the experiments and provide explanations for the results.



AFTER READING

Predicting

Ask students to read their predictions and explain their reasoning. Read page 10 together to adjust/confirm their predictions. Explain that good readers make predictions as they read, using information in the text.

ESL Note: Have students discuss their reasoning with a partner first to clarify ideas and thoughts.

Sequencing

Provide students with the key words *first*, *next*, *then*, and *finally*, then ask them to orally explain the steps in the two experiments, using the text and illustrations as support. Begin by listing the required materials and then the procedure. Prompt students with questions, such as, *What do we do first?* Record students' suggestions on chart paper when all steps have been completed. End by recording the experiments' question. Record students' explanations of what happened under the heading "Results." Ask students a few questions to ensure they have understood all parts of the experiment.

Analyzing

Ask students to explain the diagrams on pages 8 and 10. If students have difficulty, help them find the related facts in the "Discover How" section on each page.

Word solving and building

Ask students if they encountered any difficult words and what they did to solve them. Locate the bolded words in the "Discover How" section on page 8 and read their meanings in the glossary.

Second Session (pages 11-20)

Reading Strategies

Comprehension

- ▶ predicting
- ▶ analyzing

Working with Words

- ▶ using context cues to determine meaning of subject-specific vocabulary

Assessment Opportunities

Note each student's ability to:

- ▶ make predictions, using information in the text
- ▶ analyze: provide explanations for outcomes of experiments
- ▶ synthesize information
- ▶ use visual and context cues to determine meaning of subject-specific words
- ▶ explain multiple meanings of words

Oral Language Opportunities

- ▶ providing explanations with supporting details
- ▶ listening to others



BEFORE READING

Analyzing

Activating and Building Prior Knowledge

Review the diagrams on pages 8 and 10, and ask students to explain what Felicity learned from each experiment.

Predicting

Overcoming Text Challenges

Preview the illustration on page 11 and remind students of their earlier discussion about the front cover. Ask students to read page 11 silently and record their answer to the question, *What happened when she slowly pulled the balloon off her hair?*

Review students' predictions and ask them to explain their reasoning. Note if any students use prior information or personal experience, and comment that good readers always think about what they know about a topic.

Ask students to check their predictions by reading page 12.

Predicting

Setting a Purpose

Tell students they are going to read about one more experiment. Say, *Make another prediction when you finish reading page 15, and then check your prediction by reading the rest of the text. Be ready to explain your thinking for your prediction.*



DURING READING

Tell each student to read the text independently, thinking about the purpose that has been set.

Observe and listen to students as they read the text, assisting them with word-solving strategies, vocabulary, punctuation, and comprehension queries. Note students' successful use of reading strategies and any difficulties they encounter. Offer prompts to help students problem-solve as they read. For example, *Is there any information you read that gives you clues to make a prediction?*

Encourage students who finish early to explain the diagrams on pages 13 and 16 to a partner.



AFTER READING

Predicting/analyzing

Read the question on page 15. Have students state their predictions and explain their reasoning. Locate the second fact in the “Discover How” section on page 12 and ask students how that information might help them understand what happened to the two balloons.

Language predictability/ text features

Locate the word *repelled* on page 16. Have students explain how they determined its meaning. Encourage suggestions, such as other sentences on that page that helped them understand the meaning of the word, or that the meaning could have been found by referring to the glossary. Read the sentences and use the context cues to explain the meaning of *repelled*.

Synthesizing

Ask what Felicity might say about static electricity after she has done these experiments. You might wish to display key phrases, such as *same charge*, *different charge*, *attract*, and *repel* to support students' explanations.

Word solving and building

Ask students about any words they found difficult in their reading and have them explain how they solved them.

Synthesizing

Turn to page 19 and ask students why they think facts about lightning might be included in this book. Ask, *How can learning about static electricity in balloons help us understand lightning?* You may wish to direct students' attention to previous diagrams to illustrate the similarity between the charged thundercloud and the charged balloon.

Rereadings

Provide opportunities for each student to reread the text independently or with a partner.

Focused Follow-up

The following activities are optional. Choose those that best meet the needs of your students.

Sequencing

Steps In an Experiment

Provide students with copies of the BLMs. Ask them to choose one experiment from the text and use it to fill in the BLMs. For reference, have students refer to the sequence of steps recorded on the chart paper in the first session.

Synthesizing

What's Next?

Review the illustration on page 18. Ask students what Felicity could do in each of the experiments she is thinking about. Encourage students to orally explain the experiments. They may wish to refer to the BLMs to help organize their thoughts.

Word solving and building/ language predictability

Word Meanings

Review the speech bubbles throughout the book. Highlight key words—*sticky*, *attractive*, *charge*, *pushy*, and *shocking*. Invite students to explain how the words explain the illustrations and then what other meanings they know for each word. Students can orally provide sentences, using these alternate meanings in writing and/or with illustrations.

Static Electricity Experiment (part 1)

Name: _____

Materials:

- _____
- _____
- _____
- _____

What to do:

First,

Then,

Next,

Finally,

Static Electricity Experiment (part 2)

Name: _____

Question: _____

Result: _____

Picture